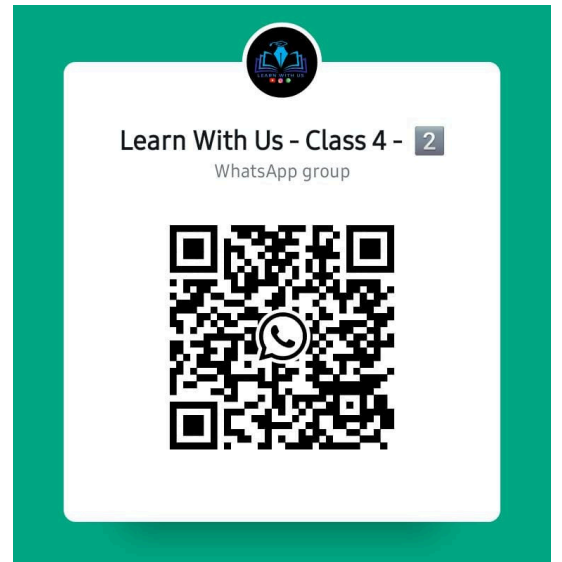




LEARN WITH US





TEACHING MANNUAL

EVS - CLASS 4 - ENGLISH MEDIUM

UNIT 1 - INDIA IS MY COUNTRY - 2

NEW 2025 TEXTBOOK BASED

INDIA IS MY COUNTRY - 2

Learning Outcomes

- Understand how foreigners came to India and gradually established their rule.
- Identify the hardships faced by Indians under British rule.
- Grasp the significance of India's freedom struggle and identify key movements like the Salt Satyagraha and the Quit India Movement.
- Learn about prominent leaders of the freedom struggle, such as Mahatma Gandhi, Jawaharlal Nehru, Subhas Chandra Bose, Sardar Vallabhbhai Patel, Sarojini Naidu, Bal Gangadhar Tilak, Bhagat Singh, and others, and their contributions.
- Understand India's independence and the formation of its Constitution.
- Identify the states and union territories of present-day India.
- Appreciate India's diverse culture, languages, costumes, festivals, and art forms.
- Recognize the significance of India's national symbols.
- Understand the concept and importance of "Unity in Diversity".
- Develop a sense of nationalism, patriotism, and unity.

Teaching-Learning Materials (TLM Used)

- Pictures: Images of freedom fighters, national symbols, costumes from different states, festivals, and art forms.
- Maps: Political map of India (showing states and union territories), map showing India's neighboring countries.
- Charts: Information on key movements, names and titles of leaders, list of national symbols.
- Books: History books, comic books (related to the freedom struggle).
- Digital Resources: Videos, documentaries (if available), digital images.
- Others: Currency notes (to show languages), salt, flag models, puzzles (crossword, jigsaw).

Skills Developed

- Observation: Ability to observe and extract information from pictures and maps.
- Analysis: Ability to analyze information and draw conclusions.
- Note-making: Ability to summarize key information and prepare notes.
- Tabulation: Ability to organize information in a table format.
- Discussion and Debate: Ability to collectively discuss and share opinions on learned topics.
- Speech Preparation: Ability to prepare speeches on learned topics.
- Interviewing: Ability to conduct interviews to gather information.
- Drawing: Ability to draw pictures based on learned concepts.
- Nationalism: Cultivates pride and love for the country.
- Tolerance and Unity: Develops an attitude of accepting diversity and respecting others.
- Problem Solving: Ability to find answers to questions and complete tasks.

ACTIVITES	RESPONSES
<p>Period 1: When Guests Became Rulers - Arrival of Foreigners (50 minutes)</p> <ul style="list-style-type: none"> ● Learning Outcomes: <ul style="list-style-type: none"> ○ To identify the main reasons why foreigners came to India. ○ To understand the circumstances that allowed foreigners to establish power in India. ● Introduction Activity (5 minutes): <ul style="list-style-type: none"> ○ Question: "Guests visit our homes, don't they? How do we behave with them? What would happen if they started ruling our homes?" ○ Invite children to share their thoughts. ● Class Activity (35 minutes): <ul style="list-style-type: none"> ○ Read the section about Vinayan Sir and the children. ○ Have the children read the comic strip (Foreigners in India). ○ Discuss why foreigners came to India and how they managed to establish power. ○ Discussion points: <ul style="list-style-type: none"> ■ Why did foreigners come to India? (To buy spices like cardamom, pepper, and textiles like silk, cotton). ■ How did they easily establish power? (Disunity among kings, superior weapons). ● For Slow Learners (5 minutes): <ul style="list-style-type: none"> ○ Show the main pictures from the comic strip and explain the summary of the story in simple words (e.g., "They came for trade, kings fought, British had guns"). ● Follow-up Activity (5 minutes): <ul style="list-style-type: none"> ○ "Find the names of any 3 foreign powers that came to India for trade." (Example: British, Portuguese, French - teacher to assist if needed). <p>Period 2: Under British Rule - Hardships (50 minutes)</p> <ul style="list-style-type: none"> ● Learning Outcomes: 	

- To identify the main hardships faced by Indians under British rule.
- To understand the changes in the economic, social, and cultural sectors.
- **Introduction Activity (5 minutes):**
 - Question: "In the last class, we saw how guests became rulers. What do you think happened to the people of our country when they became rulers?"
 - Listen to the children's guesses.
- **Class Activity (35 minutes):**
 - Read the section titled "Hardships Faced by Indians under British Rule."
 - Ask children to list the main points:
 - Economic difficulties (loss of jobs, high taxes).
 - Forced commercial crop cultivation (food shortages).
 - Drain of wealth.
 - Famine and starvation.
 - Racial discrimination.
 - Neglect of Indian education.
 - Harsh laws (Rowlatt Act).
 - Lack of opportunities in high-ranking jobs.
- **For Slow Learners (5 minutes):**
 - Explain only 2-3 main hardships in simple words. For example: "The British made us grow crops we didn't want, and they didn't give us good jobs."
- **Follow-up Activity (5 minutes):**
 - "If you were a ruler, what two things would you do to make your people happy?" Write them down.

Period 3: Freedom Struggle - Introduction (50 minutes)

- **Learning Outcomes:**
 - To understand what the freedom struggle means.
 - To identify the early protests made by the people against the British.
- **Introduction Activity (5 minutes):**

- A game: "Protest Sound." The teacher states a rule (e.g., "No one should laugh in class"). Those who don't like the rule raise their hands. Ask why they protested.

- **Class Activity (35 minutes):**

- Read the section titled "Struggles Against the British."
- Discuss what kind of protests people made (broke laws, declared non-cooperation, organized marches).
- Clarify that these were known as freedom struggles.
- Show some pictures related to the freedom struggle (if available).

- **For Slow Learners (5 minutes):**

- Explain simply what the "freedom struggle" is. "The fights and movements people made to get freedom for our country are called the freedom struggle."

- **Follow-up Activity (5 minutes):**

- "What do you think people in our country might have done to gain freedom? Guess and write two things."

Period 4: Salt Satyagraha (50 minutes)

- **Learning Outcomes:**

- To understand the significance of the Salt Satyagraha movement.
- To describe Mahatma Gandhi's leadership role and the Dandi March.

- **Introduction Activity (5 minutes):**

- Place a bottle of water and salt and ask, "If this salt is for our own use, why should we pay tax on it?"

- **Class Activity (35 minutes):**

- Read the lesson section on Salt Satyagraha (1930).
- Discuss what the Salt Tax was and how it affected people.
- Discuss why Gandhiji chose salt as a weapon for the struggle.

- Discuss the Dandi March and Gandhiji's declaration ("Even if these hands that hold salt are crushed, I will not give up salt").
- Suggest gathering more information about the Salt Satyagraha (place, date, leadership).
- **For Slow Learners (5 minutes):**
 - Draw a simple picture of the Salt Satyagraha, showing Gandhiji picking up salt and saying, "No tax on salt!" Explain it simply.
- **Follow-up Activity (5 minutes):**
 - "What year did the Dandi March take place?" (Answer: 1930).

Period 5: Quit India Movement (50 minutes)

- **Learning Outcomes:**
 - To understand what the Quit India Movement was.
 - To identify the significance of Gandhiji's slogan "Do or Die."
- **Introduction Activity (5 minutes):**
 - Teacher loudly says, "Get out!" Ask the children how they felt.
- **Class Activity (35 minutes):**
 - Read the lesson section on the Quit India Movement (1942).
 - Discuss the meaning of "Quit India" (Leave India).
 - Discuss Gandhiji's "Do or Die" slogan.
 - Explain how this movement gained strength across India.
 - Ask children to prepare notes on Quit India Day, its leaders, and the outcome of the movement.
- **For Slow Learners (5 minutes):**
 - Write "Quit India" in large letters on a chart and explain simply, "The British should leave India." Introduce Gandhiji's "Do or Die" slogan.
- **Follow-up Activity (5 minutes):**
 - "What slogan did Gandhiji give during the Quit India Movement?" (Answer: Do or Die).

Period 6: Freedom Struggle in Kerala (50 minutes)

- **Learning Outcomes:**

- To identify the major freedom struggles and leaders in Kerala.
- To understand who was called 'Kerala Gandhi'.

- **Introduction Activity (5 minutes):**

- Show a map of Kerala and ask, "Did freedom struggles also happen in our Kerala?"

- **Class Activity (35 minutes):**

- Read the section "Freedom Struggle in Kerala."
- Discuss the Salt Satyagraha in Payyannur and why K. Kelappan was called 'Kerala Gandhi'.
- Introduce other important movements in Kerala: Malabar Rebellion, Attingal Rebellion, Pazhassi Rebellion.
- Introduce the names of important freedom fighters from Kerala.

- **For Slow Learners (5 minutes):**

- Show a picture of K. Kelappan and introduce him as 'Kerala Gandhi'. Mention simply one struggle in Kerala (e.g., Payyannur Salt Satyagraha).

- **Follow-up Activity (5 minutes):**

- "Who is known as Kerala Gandhi?" (Answer: K. Kelappan).

Period 7: Mahatma Gandhi - Part 1 (50 minutes)

- **Learning Outcomes:**

- To understand basic information about Mahatma Gandhi (birth, real name).
- To learn about Gandhiji's simple life and the concepts of truth and non-violence.

- **Introduction Activity (5 minutes):**

- Show a picture of Gandhiji and ask, "Who doesn't know him? What do you know about him?"

- **Class Activity (35 minutes):**

- Read the section on Mahatma Gandhi.
- Discuss Gandhiji's birth, real name, life in South Africa, and return to India.
- Emphasize his simple living, high thinking, and the concepts of truth and non-violence.

- Also discuss how children affectionately called him 'Bapu Ji'.
- **For Slow Learners (5 minutes):**
 - Teach Gandhiji's birth date and place simply (October 2, Porbandar). Remind them that children called him "Bapu Ji."
- **Follow-up Activity (5 minutes):**
 - "Who is our Father of the Nation?" (Answer: Mahatma Gandhi).

Period 8: Mahatma Gandhi - Part 2 (50 minutes)

- **Learning Outcomes:**
 - To identify the major movements led by Gandhiji.
 - To learn about his methods of struggle and autobiography.
- **Introduction Activity (5 minutes):**
 - Question: "What kind of affection did Gandhiji have for our country? What all did he do for our country?"
- **Class Activity (35 minutes):**
 - Explain the main movements led by Gandhiji (Champaran Satyagraha, Non-Cooperation Movement, Salt Satyagraha, Quit India Movement).
 - Discuss his methods of struggle (Satyagraha, non-violence, fasts).
 - Introduce Gandhiji's autobiography (The Story of My Experiments with Truth).
 - Suggest preparing a "Gandhi Edition" (including birth, birthplace, parents, methods of struggle, autobiography, character traits, role in freedom struggle).
- **For Slow Learners (5 minutes):**
 - Tell them the names of two major movements Gandhiji led (e.g., Salt Satyagraha, Quit India Movement). Remind them of the name of his autobiography.
- **Follow-up Activity (5 minutes):**
 - "What is the name of Gandhiji's autobiography?" (Answer: The Story of My Experiments with Truth).

Period 9: Jawaharlal Nehru (50 minutes)

- **Learning Outcomes:**

- To understand basic information about Jawaharlal Nehru.
- To understand the significance of India's first Prime Minister and Children's Day.

- **Introduction Activity (5 minutes):**

- Show a picture of Chacha Ji and ask, "There was a leader very dear to children, wasn't there? Who was it?"

- **Class Activity (35 minutes):**

- Read the section on Jawaharlal Nehru.
- Discuss his birth, his role in the freedom struggle alongside Gandhiji, being India's first Prime Minister, and how children called him 'Chacha Ji'.
- Talk about celebrating November 14, Nehru's birthday, as Children's Day.
- Introduce Nehru's autobiography (An Autobiography).
- Suggest preparing a speech about Nehru.

- **For Slow Learners (5 minutes):**

- Remind them that 'Chacha Ji' was Nehru. Tell them he was India's first Prime Minister and November 14 is Children's Day.

- **Follow-up Activity (5 minutes):**

- "When is Children's Day celebrated? Whose birthday is it?" (Answer: November 14, Jawaharlal Nehru).

Period 10: Other Freedom Fighters - Part 1 (50 minutes)

- **Learning Outcomes:**

- To understand the contributions of Subhas Chandra Bose and Sardar Vallabhbhai Patel.
- To identify their special titles (Netaji, Iron Man of India).

- **Introduction Activity (5 minutes):**

- Show pictures of some important leaders and ask them to name them.

- **Class Activity (35 minutes):**

- Read and discuss about Subhas Chandra Bose and Sardar Vallabhbhai Patel.
- **Subhas Chandra Bose:** 'Netaji' and founder of the 'Indian National Army'.
- **Sardar Vallabhbhai Patel:** 'Iron Man of India' and unified the princely states.
- Suggest listing the information.
- **For Slow Learners (5 minutes):**
 - Just remind them of the nicknames given to each leader (Netaji - Subhas Chandra Bose, Iron Man - Sardar Vallabhbhai Patel).
- **Follow-up Activity (5 minutes):**
 - "Who unified the princely states into one country in India?" (Answer: Sardar Vallabhbhai Patel).

Period 11: Other Freedom Fighters - Part 2 (50 minutes)

- **Learning Outcomes:**
 - To understand the contributions of Gopala Krishna Gokhale, Sarojini Naidu, and Bal Gangadhar Tilak.
 - To identify their special titles and slogans.
- **Introduction Activity (5 minutes):**
 - Question: "We are going to learn about some more people who fought for our freedom. Who do you think they might be?"
- **Class Activity (35 minutes):**
 - Read and discuss about Gopala Krishna Gokhale, Sarojini Naidu, and Bal Gangadhar Tilak.
 - **Gopala Krishna Gokhale:** Gandhiji's political guru and founder of 'Servants of India Society'.
 - **Sarojini Naidu:** 'Nightingale of India' and the first woman president of the Indian National Congress.
 - **Bal Gangadhar Tilak:** 'Lokmanya' and the slogan "Swaraj is my birthright, and I shall have it!"
 - Suggest listing the information.
- **For Slow Learners (5 minutes):**

- Repeat the nicknames and important slogans for each leader.

- **Follow-up Activity (5 minutes):**

- "Who is known as the 'Nightingale of India'?" (Answer: Sarojini Naidu).

Period 12: Other Freedom Fighters - Part 3 (50 minutes)

- **Learning Outcomes:**

- To understand the contributions of Bhagat Singh, Aruna Asaf Ali, and Khan Abdul Ghaffar Khan.
- To identify their special titles.

- **Introduction Activity (5 minutes):**

- Question: "Who knows about the women leaders and revolutionaries who fought for our country?"

- **Class Activity (35 minutes):**

- Read and discuss about Bhagat Singh, Aruna Asaf Ali, and Khan Abdul Ghaffar Khan.
- **Bhagat Singh:** A brave revolutionary and founder of 'Naujawan Bharat Sabha'.
- **Aruna Asaf Ali:** 'Queen of Quit India Movement' and 'Grand Old Lady of Indian Freedom Struggle'.
- **Khan Abdul Ghaffar Khan:** 'Frontier Gandhi' and founder of 'Khudai Khidmatgar'.
- Suggest listing the information.
- Suggest preparing a wall magazine.

- **For Slow Learners (5 minutes):**

- Just remind them of the nicknames for each leader. Tell them one important thing each leader did simply.

- **Follow-up Activity (5 minutes):**

- "Who is known as 'Frontier Gandhi'?" (Answer: Khan Abdul Ghaffar Khan).

Period 13: Interview & Freedom Struggle Related Places (50 minutes)

- **Learning Outcomes:**

- To understand how to conduct an interview.

- To learn about important freedom struggle sites in Kerala and India.
- **Introduction Activity (5 minutes):**
 - "If you were a news reporter, what would you ask someone who participated in the freedom struggle?"
- **Class Activity (35 minutes):**
 - Discuss how to conduct an interview.
 - Encourage children to find people who can share information about the freedom struggle.
 - Discuss places related to the freedom struggle (Payyannur, Kayyur, Punnapra-Vayalar, Thuvvur, Kallara Pangode).
 - Ask them to inquire if there are such places in their own locality.
- **For Slow Learners (5 minutes):**
 - Tell them simply that an interview is asking questions to collect information. Remind them of a place where freedom struggle happened like Payyannur.
- **Follow-up Activity (5 minutes):**
 - "Is there any place in your locality related to the freedom struggle? Find out."

Period 14: India Towards Independence (50 minutes)

- **Learning Outcomes:**
 - To understand the circumstances and date of India's independence.
 - To learn about the first Prime Minister of independent India and his speech.
- **Introduction Activity (5 minutes):**
 - Question: "We have learned about so many struggles and hardships. Will all this have an end? When do you think our country became independent?"
- **Class Activity (35 minutes):**
 - Read the section "India Towards Independence."
 - Discuss the situation that led the British to decide to hand over power.
 - Discuss the date India gained independence (August 15, 1947) and the first Prime Minister

(Jawaharlal Nehru) taking office.

- Discuss Nehru's speech ("At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom...").
- Emphasize the importance of independence.
- **For Slow Learners (5 minutes):**
 - Make them repeat the date India got independence (August 15, 1947). Remind them who was the first Prime Minister.
- **Follow-up Activity (5 minutes):**
 - "When is India's Independence Day?" (Answer: August 15, 1947).

Period 15: Independence - Attitude and Protection (50 minutes)

- **Learning Outcomes:**
 - To understand the value of the freedom gained and to respect it.
 - To recognize the importance of protecting and celebrating independence.
- **Introduction Activity (5 minutes):**
 - "How precious is independence to us?" Ask the children.
- **Class Activity (35 minutes):**
 - Read and discuss the section "Facts Related to India's Independence."
 - Emphasize that our freedom was gained at the cost of countless lives.
 - Discuss the importance of remembering freedom fighters with respect.
 - State that it is our duty to protect and share our freedom.
 - Discuss the importance of celebrating Independence Day appropriately every year.
 - Suggest creating a digital album.
- **For Slow Learners (5 minutes):**
 - Tell them simply that our freedom is very precious and we must respect those who gave it to us.
- **Follow-up Activity (5 minutes):**
 - "How should we protect our freedom?" Write in one sentence.

Period 16: The Constitution of India - Introduction (50 minutes)

- **Learning Outcomes:**
 - To understand the importance of the Indian Constitution.
 - To recognize the significance of Republic Day and Dr. B.R. Ambedkar.
- **Introduction Activity (5 minutes):**
 - Question: "Our class has some rules, doesn't it? Similarly, does a country need rules? Why?"
- **Class Activity (35 minutes):**
 - Read the section "The Constitution of India."
 - Discuss what a constitution is and its importance (the law book of a country).
 - Talk about celebrating January 26, 1950, the day the Constitution came into effect, as Republic Day.
 - Introduce Dr. B.R. Ambedkar as the architect of the Indian Constitution.
 - Mention that India has the world's longest written constitution.
- **For Slow Learners (5 minutes):**
 - Tell them simply that the Constitution is the country's law book, Ambedkar made it, and January 26 is Republic Day.
- **Follow-up Activity (5 minutes):**
 - "Who is the architect of the Indian Constitution?" (Answer: Dr. B.R. Ambedkar).

Period 17: Today's India - States (50 minutes)

- **Learning Outcomes:**
 - To understand about the states of India and their formation.
 - To attempt to locate the states on a map.
- **Introduction Activity (5 minutes):**
 - Show a map of India and ask, "Our country is so big! Does it have a single government for everything?"
- **Class Activity (35 minutes):**
 - Read the section "Today's India - States."

- Discuss how princely states were merged into the Indian Union after independence and later reorganized into states based on language.
- Explain that India currently has 28 states and each state has a capital.
- Ask children to observe the map of India and list the states.

- **For Slow Learners (5 minutes):**

- Tell them simply that India has many states and each state has a capital. Remind them about Kerala and its capital (Thiruvananthapuram).

- **Follow-up Activity (5 minutes):**

- "What is our state? What is its capital?" (Answer: Kerala, Thiruvananthapuram).

Period 18: Today's India - Union Territories and Neighboring Countries (50 minutes)

- **Learning Outcomes:**

- To learn about India's Union Territories and neighboring countries.
- To attempt to locate neighboring countries and coastal states on India's map.

- **Introduction Activity (5 minutes):**

- Question: "Besides our states, there are some smaller regions in India, aren't there? What do we call them?"

- **Class Activity (35 minutes):**

- Read the section on Union Territories.
- Explain what Union Territories are and that India has 8 of them.
- Ask children to identify India's neighboring countries, states on the Arabian Sea coast, and states on the Bay of Bengal coast by observing the map.

- **For Slow Learners (5 minutes):**

- Tell them simply that Union Territories are small regions and that India has other countries around it.

- **Follow-up Activity (5 minutes):**

- "Write the name of any one neighboring country of India."

Period 19: Diversity of India - Language and Dress (50 minutes)

- **Learning Outcomes:**
 - To learn about the different languages and dress styles in India.
 - To identify similarities amidst these diversities.
- **Introduction Activity (5 minutes):**
 - Show pictures of people from different states (dress, facial expressions) and ask, "Are they all Indians? What differences do you see?"
- **Class Activity (35 minutes):**
 - Read the sections "One Country, Many Languages" and "One Land, Many Dresses."
 - Discuss the different languages in India. Ask children to find out how many languages are mentioned on Indian currency notes.
 - Discuss different dress styles (saree, kurta, turban, mundu). Explain their connection to climate.
- **For Slow Learners (5 minutes):**
 - Tell them simply that our country has many languages and different types of clothes. Remind them that Indian currency notes have many languages, and mention Hindi and English.
- **Follow-up Activity (5 minutes):**
 - "How many languages are written on Indian currency notes?" (Answer: 15 languages).

Period 20: Diversity of India - Festivals and Arts (50 minutes)

- **Learning Outcomes:**
 - To learn about the various festivals and art forms in India.
 - To understand the unique features of each festival and art form.
- **Introduction Activity (5 minutes):**
 - Question: "What is your favorite festival? How do you celebrate it? Are all festivals celebrated the same way across India?"
- **Class Activity (35 minutes):**

- Read the sections "Many Types of Celebrations" and "Many Types of Arts."
- Introduce major festivals like Diwali, Eid, Christmas, Onam, Pongal, Holi, Bihu.
- Introduce various classical dance forms (Bharatanatyam, Kathak, Kathakali, Kuchipudi, Odissi, Manipuri, Mohiniyattam, Sattriya) and folk dances (Bhangra, Lavani, Garba, Bihu, Ghoomar).
- Ask children to identify the states where these art forms are popular.
- **For Slow Learners (5 minutes):**
 - Simply talk about major festivals like Onam, Christmas, Eid, and major art forms like Kathakali, Bharatanatyam.
- **Follow-up Activity (5 minutes):**
 - "Write the name of any one dance form from Kerala." (Answer: Mohiniyattam, Kathakali).

Period 21: Symbols of Unity - National Symbols (50 minutes)

- **Learning Outcomes:**
 - To identify India's national symbols (National Flag, National Anthem, National Song, National Emblem).
 - To understand the significance of each symbol.
- **Introduction Activity (5 minutes):**
 - Question: "Even though we have different clothes, languages, and festivals, we Indians have some common symbols, don't we? What are they?"
- **Class Activity (35 minutes):**
 - Read the section "Symbols of Unity."
 - Discuss the National Flag (colors, Ashoka Chakra, significance).
 - Introduce the National Anthem (Jana Gana Mana - Rabindranath Tagore) and the National Song (Vande Mataram - Bankim Chandra Chatterjee).
 - Discuss the National Emblem (Lion Capital from Ashoka Pillar, Satyameva Jayate).
- **For Slow Learners (5 minutes):**

- Remind them about the National Flag and its colors, and the National Anthem and its writer.

- **Follow-up Activity (5 minutes):**

- "Who wrote our National Anthem?" (Answer: Rabindranath Tagore).

Period 22: Symbols of Unity - National Animals, Birds, and More (50 minutes)

- **Learning Outcomes:**

- To identify other national symbols of India (animal, bird, flower, tree, river, aquatic animal).
- To understand the significance of each symbol.

- **Introduction Activity (5 minutes):**

- Show pictures of various animals and birds and ask, "Which of these is our national animal/bird?"

- **Class Activity (35 minutes):**

- Read and discuss about the National Animal (Tiger), National Bird (Peacock), National Flower (Lotus), National Tree (Banyan), National River (Ganga), and National Aquatic Animal (Gangetic Dolphin).
- Explain the significance of each symbol.
- Emphasize the importance of respecting national symbols.

- **For Slow Learners (5 minutes):**

- Just have them repeat the name of each national symbol (Tiger, Peacock, Lotus, Banyan, Ganga, Gangetic Dolphin).

- **Follow-up Activity (5 minutes):**

- "What is our National Flower?" (Answer: Lotus).

Period 23: Unity in Diversity - Summary (50 minutes)

- **Learning Outcomes:**

- To understand the meaning of "Unity in Diversity."
- To recognize the sense of unity that exists among Indians despite their diversities.

- **Introduction Activity (5 minutes):**

- Show a picture of a rainbow and say, "This rainbow has so many colours, doesn't it? How

beautiful it is when they all come together! Our India is just like that!"

- **Class Activity (35 minutes):**

- Read the section "India Our Pride."
- Discuss India's diversities (language, dress, festivals, art forms) and how Indians remain united despite these differences.
- Explain the concept of 'Unity in Diversity'.
- Emphasize the importance of respecting each other and learning new things.
- Have the children repeat the slogan: "India is my country... My own country... India is the country dearer than my life!!!"

- **For Slow Learners (5 minutes):**

- Explain simply what "Unity in Diversity" means. "Even though there are many types of people, we are all Indians, and we are united."

- **Follow-up Activity (5 minutes):**

- "What does 'Unity in Diversity' mean?" Write in one sentence.

Period 24: Unit Summary (50 minutes)

- **Learning Outcomes:**

- To recall and summarize the main concepts learned in the unit.
- To reinforce learning through questions and answers.

- **Introduction Activity (5 minutes):**

- "Let's recall what we've learned so far."

- **Class Activity (35 minutes):**

- Discuss the main concepts of the unit again:
 - Arrival of foreigners and establishment of power in India.
 - Hardships under British rule.
 - Major freedom struggles (Salt Satyagraha, Quit India Movement).
 - Important freedom fighters.
 - India's independence and Constitution.
 - Today's India: states and union territories.
 - India's diversities (language, dress, festivals, arts).
 - National symbols.

- Give a crossword puzzle to complete.
- Conduct a Q&A session.
- **For Slow Learners (5 minutes):**
 - The teacher tells them 5 important things from the unit. Example: Independence Day, Gandhiji, National Flag, Kerala, many languages.
- **Follow-up Activity (5 minutes):**
 - "Write two things you like about India."

Period 25: Assessment and Continuation (50 minutes)

- **Learning Outcomes:**
 - To assess learning progress in the unit.
 - To foster interest in further learning.
- **Introduction Activity (5 minutes):**
 - "Let's see what you've learned in this unit."
- **Class Activity (35 minutes):**
 - Ask children to complete the "Let's Evaluate" section.
 - Do matching and true/false activities.

